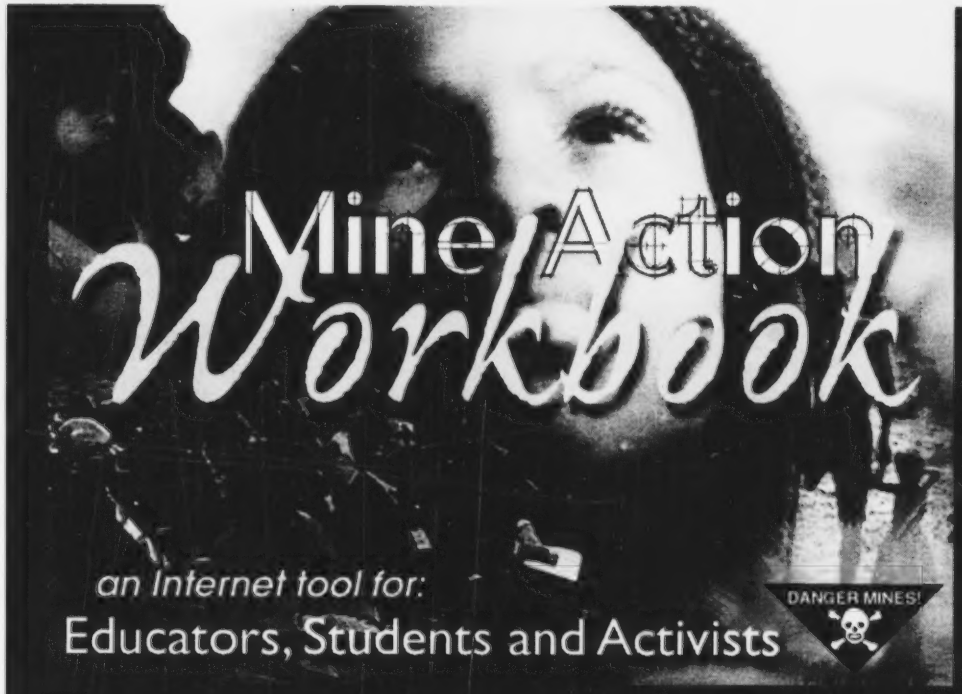

This workbook is designed for educators, activists and learners, to help you and your students learn more about landmines and the issues related to them. It is available as an on-line source of research and teaching material, designed for the Web using Adobe Acrobat. Involvement with and commitment to the landmines issue is constantly developing, and this document will grow and change to reflect these changes.

Promoting learning is one important aim of this workbook, the other is promoting action. A solution to the global problem of landmines is within reach for the world community if we apply our collective will and resources to it. The *Mine Action Workbook* has been created to outline the issues, to highlight progress to date, and to inspire active involvement in and support for the movement to eliminate landmines everywhere.

What You Will Find Here

1. How To Use This Workbook
   a. General Introduction
   b. Navigating
2. What's Important About Landmines? An Introduction
   a. What Are Landmines?
   b. What Are The Origins Of Anti-personnel Landmines?
   c. The International Movement To Ban Landmines
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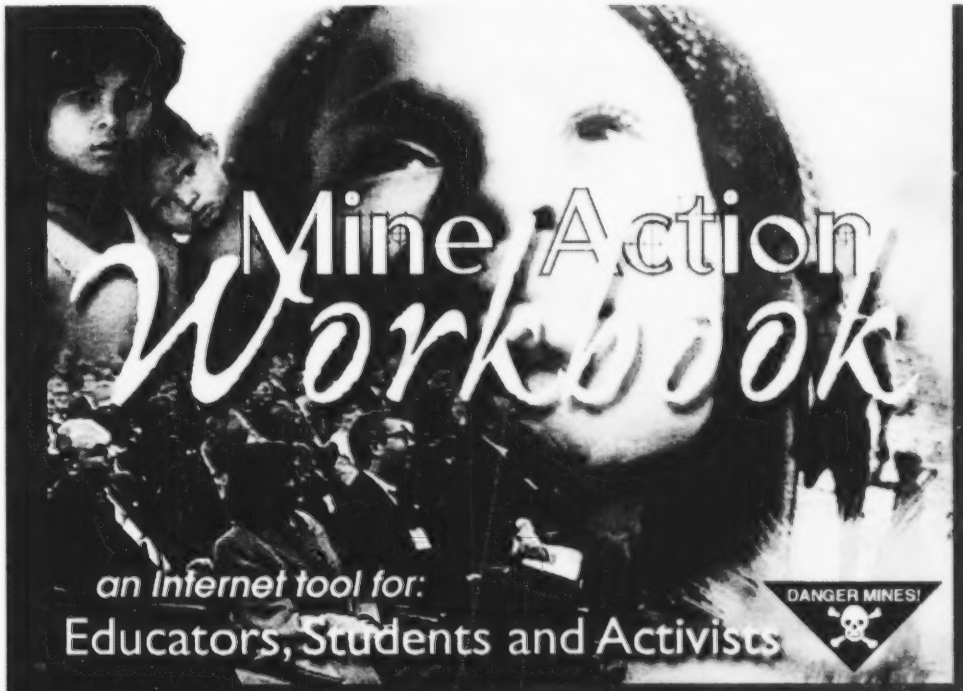
3. What Are The Effects Of Landmines?
   a. Landmines And Development
   b. Landmines And Their Impact On Youth
   c. Landmines And Peacebuilding
4. Conclusion: What Can We Do?

Endnotes & Credits



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1. How To Use This Workbook

a. General Introduction

- This workbook, in PDF format, is an Internet-based resource for educators, students, activists and anyone who wants to learn more about the landmines issue. We have included basic instructions **for new users of PDFs**.

- Use of the workbook may be enhanced through involvement with the Youth Mine Action Ambassador Program. These specially trained young people, and a nationwide network of volunteers, are available as resources to schools, faith, and community groups across the country. The program promotes awareness and activism on the issue of landmines and has a variety of resources for youth education and involvement. (See a more detailed description of the Youth Ambassador Program in **Conclusion: What Can We Do?**)

- The workbook is available in both official languages, formatted in Adobe Acrobat for use on a computer connected to the Internet. It is hosted on the **SafeLane** Web site *(www.mines.gc.ca/english/index.html)* of the Department of Foreign Affairs and International Trade.

- The workbook is designed so that users may read through the workbook on-line, and, where desired, instantly reach out, through hypertext link, to other relevant sites for additional resources and/or information.

- The PDF format workbook can also be downloaded and read off-line using Adobe Acrobat Reader or printed out. Although it is helpful to be able to link to other resources on the Web, it is not essential for reading about the issues and developing a basic understanding.

- The workbook can be used in its entirety, or sections of it can be selected. The smaller sections in the introduction may each be considered to constitute one whole "lesson", whereas the larger sections grouped under "What Are The Effects Of Landmines" contain a number of lessons each. Not all lessons need to be covered; the educator may wish to select only some. At the conclusion of the lessons, projects are suggested, which will help students develop research and project approaches to various problems related to landmines, and to use Internet-based resources, as well as other resources.

- The workbook is intended as an immediately accessible, adaptable tool for local students and activists, who are encouraged to disseminate information on the landmines issue to their communities, and to raise public interest and support. It is expected that many of these students and activists will work with local organizations, including the school, to get the message out. There are a number of action items suggested in the conclusion which would help students and activists with this effort.

- Under the guidance of the Mine Action Team of the Department of Foreign Affairs and International Trade, Canada, this workbook has been prepared by **Conseil Equilibrio Consulting** *(www.equilibrio.qc.ca)* under contract, advice and input provided by the Mine Action Team, Mines Action Canada and the Canadian Red Cross.

b. Navigating This Guide

- This guide contains two types of links. Both types of link are underlined to show that the user may follow the link to additional/related information; each type of link is differentiated by its colour to help identify its purpose. The two types of links are:
  internal links to other components of this guide
  external links to sources of information on the World Wide Web (WWW)

- Internal links are used to quickly move within this PDF to jump to other pages. Because they work within this document, these links function whether or not the user is connected to the Internet.

- External links allow the user to explore related information that is held at various locations on the WWW. The user must be connected to the Internet and have installed Web browser software, in order to follow these links. If you have saved the PDF and open it in Acrobat Reader before starting your Web browser, clicking on an external link will start your Web browser and open the linked page. If you are using Acrobat Reader as a "plug-in" inside your Web browser window, clicking on an external link in this PDF workbook will open the linked page in the existing Web browser window. You will need to use the navigation controls on your Web browser to return to the PDF.

- You can also use the controls on the Acrobat Reader toolbar and drop-down menus to move within the PDF. See the Help menu in Acrobat Reader for detailed instructions on these controls. Basic navigation tools are illustrated here:

The hand tool is used to follow the links in the PDF

The zoom tool magnifies text/ images on the page

Return to first page in the PDF

Move back one page in the PDF

Move forward one page in the PDF

106-04497/

Go to last page in the PDF

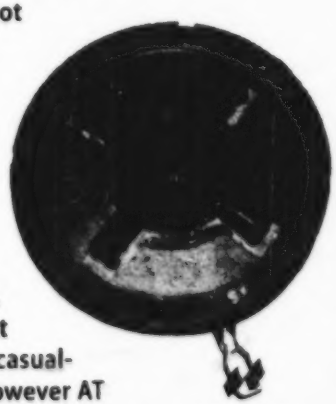
Zoom to 100% page size

Fit page inside window

2. What's Important About Landmines?

a. What Are Landmines?

Landmines are weapons that get placed on or in the ground. They are intended to wound or kill people, or destroy vehicles. There are two broad categories of landmines: anti-personnel landmines (AP mines) and anti-tank landmines (AT mines). Despite manufacturer and military claims that they are intended for combatants alone, landmines cannot distinguish between a soldier and a civilian. An AP mine can be detonated by the pressure of a foot or by a person walking through trip wire, and is explicitly intended for a human victim. An anti-tank mine is intended to destroy heavy military vehicles, and so requires more pressure to detonate. Civilian vehicles, such as buses and tractors, can also set them off. The vast majority of civilian casualties have been caused by AP mines, however AT mines also claim their share of civilian victims.



Anti-personnel mine

- ✲ Precise definitions, and more detail on the different types of AP and AT mines, are available on the Web site of the **International Campaign to Ban Landmines** (ICBL) *(www.icbl.org/frames/problem.html)*

- ✲ What do they look like? See the images and explanations under the heading "What are they?" on the Web site of the **Canadian Red Cross** (CRC) *(www.redcross.ca/international/landmines/mines.htm)*

- ✲ More pictures of landmines are on the **SafeLane** Web site *(www.mines.gc.ca/english/index.html)* of the Mine Action Team of the Canadian **Department of Foreign Affairs and International Trade** (DFAIT) under the heading "Mines". *(www.mines.gc.ca/english/gallery/index.html)*

The widespread use of landmines has created a humanitarian crisis of global proportions. Once placed in the ground, they remain a threat for up to 50 years, long after the war which motivated their use. People going about their daily business may be killed or maimed. The care and treatment of survivors can be a difficult responsibility for families and communities; many victims endure long-term trauma and social stigma. People who suspect that mines are buried in their area are often faced with the difficult choice of risking life and limb — and their livestock — for the sake of water, farmland or pasture for survival.

Since 1975, there have been more than one million casualties caused by landmines. It is estimated that there are more than

"These weapons are not like any other weapon. They are indiscriminate weapons. They cannot distinguish between a soldier or a civilian; and they cause excessive harm to civilians.

"Even soldiers, good soldiers, don't want to kill civilians. War is war, innocent people die; but not 50 years after the war has ended."

— Susan Walker,
Handicap International

Probing to locate mines in Mozambique.

250,000 landmine amputees worldwide. Add to this the vast socio-economic cost of lost land, livestock, roads and other infrastructure, and it is evident the toll in human life and on communities is staggering.

- **The ICBL *(www.icbl.org/frames/problem.html)* provides more insight into this problem.**
- **Mines Action Canada (MAC) *(www.minesactioncanada.com/mac_image.html)* has a collection of photos on its Web site which convey the hardships of landmines.**
- **Also see the straightforward message about the problem from the Canadian Red Cross (CRC) *(www.redcross.ca/international/landmines/mines.htm)*, whose staff and volunteers see the facts first-hand through their work in the field.**

Go To Projects

Question/project ideas for

What Are Landmines?

1. Using the links provided, research the intended military uses of AP mines and AT mines. Summarize each in point form.

2. Research the activation methods of different kinds of AP and AT mines. Summarize in point form.

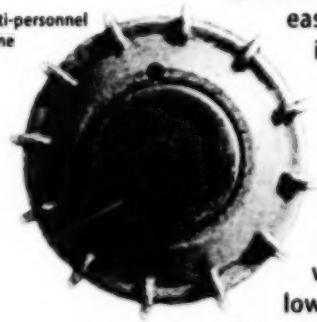
3. Working in small groups, brainstorm the likely impacts on civilian populations in the following scenarios:
   - A field of AP mines is located near a village school
   - Retreating forces have implanted AT mines on the road connecting a remote village to other towns where local people usually sell their harvest
   - AP mines have been scattered in a pasture which lies between a community and its water source

4. After visiting some of the suggested links, brainstorm within a small group to identify key messages you would choose to educate others — such as your friends, family, neighbours — about the dangers of landmines. Then, compare your choices with other groups' and, by consensus, identify a priority list.

For other projects and action items, see:
Conclusion: "What Can We Do?"

b. What Are The Origins Of Anti-personnel Mines?

It was an "innovation" on the anti-tank landmines (AT mines) used in World War I (WWI) which brought anti-personnel mines (AP mines) into widespread use by World War II (WWII). AT mines were intended to destroy battle tanks, but they could be easily seen by foot soldiers, who stole them and implanted them in their own minefields. These AT mines were basically buried artillery shells with their fuses exposed. Later, both Allied and Axis forces devised simple AP mines to prevent the reciprocal stealing of anti-tank landmines. The AP mines had the capacity to explode with the weight of a foot. The Cold War which followed WWII encouraged technical advances on these weapons and promoted their spread. AP mines continue to be used to the present day: Russia, for example, released "scatterables", AP mines dropped from airplanes, on Chechnya; and reports indicate that the Sudanese government is using similar tactics in southern Sudan where civil war rages.


Anti-personnel mine

- Want a little more on history? Check out **The Road to Ottawa**, *(www.screen.com/mnet/eng/med/class/teamedia/peace/landmine.htm)* a lesson kit, which includes an article from *The New Internationalist*, "**Defusing the Demon**" *(www.screen.com/mnet/eng/med/class/teamedia/peace/demon.htm)*

- Want a lot more on history? See the extensive background collected by the **Canadian Red Cross (CRC)** *(www.redcross.ca/international/landmines/mines.htm)* under "History" on its Web site.

Different manufacturers around the world have since shown that producing these lethal tools of war does not necessarily require advanced scientific and technical industries. After WWII, AP mines began to be produced in many countries, where the materials and skills were available, and where regulations permitted it. The important producers in the last 25 years have included the United States, Italy, the former Soviet Union, Sweden, Vietnam, Germany, Austria[1], the former Yugoslavia, France, China and the United Kingdom. Using the number of their mines found around the world as a measure, the largest producers were China, Italy and the former Soviet Union[2].

Every 22 minutes another person becomes a victim of landmines. That's 65 people every day, 365 days of the year.

Landmines are not only cheap to produce, they are also cheap to distribute and place in the ground. They do not require any advanced training of soldiers. They can be planted by regular troops or even scattered from aircraft as was done by the United States in the Vietnam War and by the Soviets when they invaded Afghanistan in the 1970s.

- Find out more about the technology and costs of production of landmines on the **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)*, under "Technologies: Old and New".

Many AP and AT mines were laid during the Cold War, when rivalry between the United States and the former Soviet Union led to political and military intervention in foreign lands. New armed forces, both pro-government and rebel, were established in many affected countries. Often landmines were included in their arsenals.

But the ending of the Cold War did not lead to an end in AP mine use. Rather, they continued to be deployed by the military forces which had been formed.

In other regions, minefields are a legacy of the process of decolonization. As colonial ties began to dissolve in the wake of the first and second world wars, fragile new nations were born. Often the boundaries of these emerging states were disputed, and in many cases, are still a source of conflict. In some cases, corrupt domestic governments have replaced the colonial administrations.

Poverty, combined with political uncertainty, has often given way to civil war in many parts of the developing world. Where landmines are used in poor, agriculturally-based regions, they can devastate the economy and impede the development of industrial infrastructure. To learn more about the impact of landmines on economic development, go to "**Landmines and Development**", in this workbook.

To sum up, as a weapon, landmines are a bargain. But as a legacy, they are a nightmare.

Go To Projects

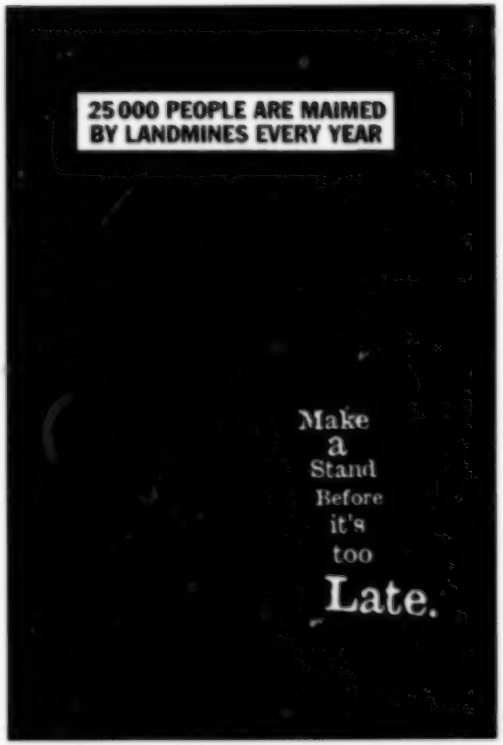
Question/project ideas for

What Are The Origins Of Anti-personnel Landmines?

For this group of questions/projects, it may be reasonable for a large group to break out into smaller groups and address one or two of these.

1. Determine which countries in the world have the greatest concentration of landmines using the information on the Web site of the **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)*. Does the information that you have gathered correspond with the ideas discussed in the section, "**What Are The Origins Of Anti-personnel Landmines?**" In other words, have cold war rivalries, colonization and decolonization contributed to landmine infestation in these countries? Select one of these countries and carry out research on the Web and elsewhere to determine the major factors contributing to landmine infestation. Present your results to others in the class or group.

2. What companies produce landmines, and in what countries are they located? This information is not easy to collect, as it is expensive for governments and/or other organizations to do it, especially as companies who manufacture landmines do not want to be known. More on the challenges of data collection is available on the **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)*, under the title "Manufacturing and Trade." However, at least one non-governmental organization has put substantial effort into finding out. **Human Rights Watch** *(www.hrw.org)* has carried out investigations into landmine production in the United States. Carry out a search of its site, especially "*Exposing the Source*". Make a group presentation on the production of landmines in the United States.



3. There was only one producer of landmines in Canada, SNC-Lavalin, and it worked under the direction of the Department of National Defence. Now the **Defence Research and Development Branch** *(www.crad.dnd.ca)* is involved in "countermine solutions", rather than the production of landmines. Why has production stopped in

Canada, but continued in the United States? Discuss this question in a group, and then investigate the type of "countermine solutions" that the Department of National Defence is devising, and make a presentation to the group or class.

4. Given your information from the Web sites listed in questions 1–3, especially **Human Rights Watch**, *(www.hrw.org)* divide your group or class in two, with one half playing the role of company executives, and the other half playing the role of an NGO opposed to AP mine production. Each of these subgroups will then muster arguments as to why, or why not, landmine production is a legitimate business, and perform their plays for the group or class.

5. Landmines may be a bargain to buy, but what do they really cost from a more balanced, social perspective? How can we measure this? This is a complex question. Some consideration of this issue is available at the **International Committee of the Red Cross News Archive** *(www.icrc.org/eng/news)*. Browse by date or subject.

   Another good source is the **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)*. See their fact sheet, under the title "Effect on Society".

For other projects and action items, see
Conclusion: "What Can We Do?"

ICRC

c. The International Movement To Ban Landmines

Staff and volunteers of non-governmental organizations (NGOs), working alongside people in landmine- infested areas, were the first to turn world attention to this terrible problem. Development projects in various sectors, including agriculture and water, were impossible where there were landmines. More gruesome were the lost lives and lost limbs which organizations such as the local affiliates of the International Committee of the Red Cross (ICRC) saw daily. In October 1992, six organizations gathered to form what would be the nucleus of an international movement. From the New York office of the Human Rights Watch organization, they issued the "Joint Call to Ban Anti-Personnel Landmines," launching the International Campaign to Ban Landmines (ICBL).

✲ These organizations are accessible on the Internet, where you can find more information. They are:

Vietnam Veterans of America Foundation *(www.vvaf.org)*
Handicap International *(www.handicap-international.org/english/index.html)*
Human Rights Watch *(www.hrw.org/)*
Physcians for Human Rights *(www.phrusa.org/)*
Medico International *(www.medico-international.de/)*
Mines Advisory Group *(www.oneworld.org/mag/)*

In February 1993, Handicap International, based in France, demanded that President François Mitterand call an international conference to review the international treaty which governed the use of landmines. This was a section of an arms control treaty, called *Protocol II of the 1980 UN Convention on Certain Conventional Weapons (CCW).*

✲ You can find the CCW on the Web at the **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)* under the heading "Treaties, Conventions and Documents".

Landmines are regulated under international humanitarian law both by treaty and by existing customary law. Under existing customary law, it is illegal to use weapons "of a nature to cause a superfluous injury and unnecessary suffering." This means that parties to a conflict do not have the right to use weapons which do more violence to the body than is necessary to remove a soldier from battle. The second prohibition is that weapons which are inherently indiscriminate, that is, which cannot distinguish between soldiers and civilians, cannot be used. Finally, under customary law, there is the principle of proportionality, where military need is to be balanced against the consequences for the civilian population.

The CCW assumed that the military need for landmines outweighed the human costs. The traditional view of landmines was that they could be regulated under arms control treaties, and that their use was justified from a military standpoint. But the ICBL, and the International Committee of the Red Cross (ICRC), disagreed with this assumption. First, the ICRC showed through expert reports that the "responsible" use of landmines was not the actual practice of the last two decades. In fact, landmines had often been used directly to terrorize civilians in civil wars, and in any case, wherever

they were laid, they did not discriminate between soldiers or civilians. Second, the military argument that the costs of landmines were proportionate to need was not convincing. The ICBL and ICRC argued the reverse. Reports by retired military experts revealed that landmines were of quite limited usefulness. Their use did not at all outweigh the enormous short-tem and long-term costs on civilian populations. Their military utility was wholly disproportionate to humanitarian costs.

- A detailed on-line source for a discussion of landmines' military utility versus humanitarian costs is the Web site of the **International Committee of the Red Cross** *(www.icrc.org/icrceng.nsf/5cacfdf48ca698b641256242003b3295/9e7f0db680b63733412562ff00381071?OpenDocument)*. After experiencing the pressure of Handicap International, President Mitterand decided to call for a review of the CCW, but the conference was not set to begin until the fall of 1995. The long wait was not unusual in the world of international diplomacy.

The ICBL did not wait, though. By May 1993 the ICBL had grown to 40 organizations, and had elected a steering committee, with Jody Williams of the Vietnam Veterans of America Foundation as its coordinator. This was its first International Conference. One year later, 75 organizations belonged to the ICBL, and it kept on expanding in numbers. Throughout, the UN worked as a supportive ally in its work.

- See a chronology of the ban movement on the **International Campaign to Ban Landmines** (ICBL) *(www.icbl.org/frames/history.html)* Web site.

It was in February 1994, in a departure from traditional ways, that the ICRC, based in Geneva, launched its own public advocacy campaign against landmines. With the help of legal, medical and military experts it prepared a number of papers on the socio-economic and legal aspects of landmines. The ICRC helped to focus attention on the international legal regime for regulating landmines, and how this regime was inadequate.

By the fall of 1995, when the traditional diplomatic community met in Vienna to begin its review of the CCW, the ICBL consisted of 350 organizations from 23 countries. None of these NGOs were allowed to participate in the official meetings. Outside the meeting halls, however, many media interviews and advocacy activities were held.

Despite all this pressure, the CCW meetings did not amount to any movement forward through the traditional channels. The talks had proceeded for several months, ending in May 1996, with little accomplished. Certain large and influential countries — the US, China, Russia, and India, to name four — were opposed to changes which would dramatically alter landmine production and export. But other countries had become persuaded that what the ICBL and ICRC were arguing was correct: landmines cannot be defended on military grounds and must be totally abolished on humanitarian grounds. Rather than let things lie, these countries decided to start working more earnestly and in partnership with the NGOs to make things happen. Canada was prominent among them.

Go To Projects

Question/project ideas for

The International Movement To Ban Landmines

1. Select two or three of the six founding members of the ICBL and visit their Web sites. Links to these non-governmental organizations (NGOs) are included in this section. Take note of the following information:
   - Location of their headquarters
   - Mission/mandate
   - Geographic areas covered
   - Activities

   Vietnam Veterans of America Foundation *(www.vvaf.org)*
   Handicap International *(www.handicap-international.org/english/index.html)*
   Human Rights Watch *(www.hrw.org/)*
   Physcians for Human Rights *(www.phrusa.org/)*
   Medico International *(www.medico-international.de/)*

2. Working in a small group, discuss how the landmine issue relates to the work of each of the NGOs researched. List possible reasons why they felt it was imperative to take action on the issue.

3. Discuss how the decision to act collectively might have come about. Specifically, identify:
   - The benefits of collective action on this issue
   - Possible barriers to collective action they might have faced

For other projects and action items, see **Conclusion: "What Can We Do?"**

d. Canada And The Ottawa Process

Mid-way through the 1995–1996 review meetings of the Convention on Certain Conventional Weapons (CCW), Canada made an announcement — on January 17, 1996 — that it would immediately place a moratorium on its production, use, stockpiling and transfer of landmines. Its announcement followed similar decisions made earlier by a few other countries: Belgium, Norway and Austria. These four countries plus four more — Denmark, Ireland, Mexico and Switzerland — met with the ICBL and ICRC to begin serious discussions about working together to achieve a common aim: a worldwide ban on landmines.

MINES ACTION CANADA

The Canadian government had not always been eager to push for a ban on landmines. It had arrived at this position after considering the arguments of Mines Action Canada (MAC), whose origins may be traced to the initial circulation of ICBL material in early 1993.

✲ The **Mines Action Canada** *(www.minesactioncanada.com/map.cfm)* Web site provides information on the Canadian NGOs who are a part of its coalition.

In April 1996, the Department of Foreign Affairs and International Trade struck out in a novel direction and invited a representative of MAC to join its delegation to the CCW review. With the failure of the CCW talks evident, Canada, on the last day of the conference, invited states, NGOs and international organizations to meet in Ottawa in October 1996 to develop a strategy for a global ban on landmines. This was the beginning of the "Ottawa Process".

✲ Read about the Ottawa Process on **SafeLane** *(www.mines.gc.ca/english/banning/index.html)*, the Web site of the Mine Action Team at the Department of Foreign Affairs and International Trade.

The October 1996 conference, called "Towards a Global Ban on Anti-Personnel Mines", ended with the bold challenge of the Minister of Foreign Affairs, the Honourable Lloyd Axworthy, that the international community return to Ottawa in a scant 14 months to sign a landmine ban treaty. What followed were intense efforts by governments and NGOs to turn that challenge into reality. The Ottawa Conference and Mine Action Forum took place, right on schedule, December 2 to 4, 1997 and culminated in the signing of a comprehensive AP mine ban treaty by 122 countries.

The commitment and effort of the NGOs to the cause of banning landmines became internationally recognized. In October of that year, the ICBL and its coordinator, Jody Williams, were awarded the Nobel Peace Prize for 1997.

✲ See the explanation of the **Norwegian Nobel Committee** *(www.nobel.no/97eng.html)*

Go To Projects

"At first we were in opposition to the government's position, and were bringing forward information to help them reformulate their policy. And, as time went on, we worked more in conjunction with them.

"We mounted an advocacy campaign. We started a letter writing campaign directed at the American government because we wanted them to clean up the mess — the mines that were being found were U.S. mines."

—Valerie Warmington,
Mines Action Canada

Question/project ideas for

Canada And The Ottawa Process

1. **This section outlines how the Canadian government and non-governmental organizations worked together to push for the landmine ban treaty. What are the benefits of governments and NGOs working together? What challenges might working together create for each group?**

2. **Discuss reasons why Canadians might want to work for a ban on landmines even though our country is not infested with them. Do you think Canada is in a good position to push for an international agreement like the ban on landmines? Why or why not?**

For other projects and action items, see
Conclusion: "What Can We Do?"

"So we decided to take a risk, to issue a challenge which broke most of the normal conventions of the way you do things. But it worked, and I think it does demonstrate how you can make changes internationally by, at times, breaking the old molds."

— Lloyd Axworthy,
Canadian Foreign Affairs
Minister

e. The Landmine Ban Treaty And Beyond

From December 2 to 4, 1997, representatives from 150 governments and hundreds of NGOs and international organizations were in Ottawa to attend the "Convention Signing Conference" and "Mine Action Forum". A total of 122 countries signed the landmine ban convention, formally entitled the *Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction.*

The Convention stipulates firm, unambiguous rules, with no exceptions or loopholes. All signatory states must:

- ban the use, stockpiling, production and transfer of anti-personnel mines;
- destroy existing stockpiles within four years of the treaty coming into force;
- clear minefields within 10 years, unless they can justify an extension;
- co-operate with a compliance regime; and
- provide assistance for mine clearance and mine awareness; and for the care, rehabilitation, and economic and social reintegration of mine victims.

Canada was the first country to ratify the new convention, depositing its instruments of ratification with the UN Secretary General on the day the Convention was opened for signature. It also destroyed its stockpiles of landmines one month before the Convention Signing Conference, reserving only enough for mine awareness and demining training projects.

- Signatory and ratification statistics are being collected and displayed by **Mines Action Canada** *(www.minesactioncanada.com/map.cfm)* and by the **Department of Foreign Affairs and International Trade** *(www.mines.gc.ca/english/index.html).*

On March 1, 1999 the landmine ban treaty became binding under international law for the first 45 countries to ratify. For all the success of the Ottawa Process and the achievement of a treaty to ban landmines, the work has just begun. The movement to eliminate landmines is now focused on:

- continuing to pressure non-signatory countries to join the ban;
- persuading non-state armies to abide by the treaty;
- creating mine awareness;
- removing mines from affected regions;
- encouraging the development of appropriate technologies for mine removal;
- establishing long-term victim assistance and rehabilitation programs; and
- securing stable funding for all of the above objectives.

See more about mine awareness, mine removal, demining technologies, victim assistance and rehabilitation in "**Landmines and Their Impact on Youth**"

Go To Projects

Question/project ideas for

The Landmine Ban Treaty And Beyond

1. Using the link to Mines Action Canada or DFAIT's *SafeLane* Web site, determine how many countries have signed the landmine ban agreement, and how many have ratified it.

   Mines Action Canada *(www.minesactioncanada.com/map.cfm)*
   Department of Foreign Affairs and International Trade *(www.mines.gc.ca/english/index.html)*

2. What countries have not signed the agreement? Working in small groups, choose one of these countries, and drawing on Web research and other resources, investigate why there is resistance to signing the landmine ban treaty. Present your results to the class.

3. How much money did the Canadian government commit to the Canadian Landmine Fund in December 1997?

4. Which four government departments administer the Canadian Landmine Fund?

For other projects and action items, see
Conclusion: "What Can We Do?"

"The signing of the treaty is just the beginning, to be honest. There is a lot of work going on, and meetings right this moment actually, about where the international campaign will go from here.

"The work won't be finished until the mines have gone. There's going to be a lot of work on demining, on victim assistance. The road is a very long one — but we've made a good start."

— Michael Hands,
Norwegian Peoples' Aid

3. What Are The Effects Of Landmines?

a. Landmines And Development

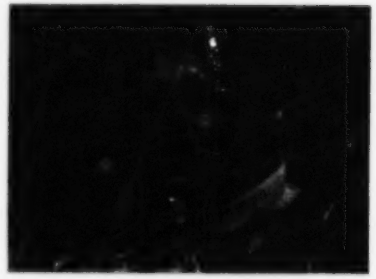
Where And Why Do Landmines Affect Development?

Landmines make development impossible. Not only do they take their toll on victims and families, but the presence of landmines in and around communities, on roads, in farmland and near water prevents the productive use of land, water and infrastructure for development. In fact, it was the effort to work on development projects in landmine infested areas that initially caused field workers to sound the alarm on the issue in the late 1980's.

The countries which have the most landmines in the world are also among the least developed ones. According to the *International Committee of the Red Cross*, they include Afghanistan, Angola, Bosnia-Herzegovina, Cambodia, Croatia, Iraq, Mozambique, Somalia, Sudan, Vietnam, and a great many more.

- ✲ But what is the full global scope of the problem for developing countries? **The Norwegian Peoples Aid Organization** *(www.npaid.no/mines)* provides information on the categories of mine-infested countries, from the most densely-infested to the less-infested.
- ✲ See more information on the Web site of the **International Committee of the Red Cross** *(www.icrc.org/eng/mines)* Click on the topic "The problem".
- ✲ Another good source is the **UN Demining Database, "Country Overview Section"** *(www.un.org/Depts/Landmine).*

Some regions of the world are more affected than others. For example, Southern Africa is the most mine-infested region in the world. Its plight is partly the result of unsuccessful attempts by the former apartheid government of South Africa to stamp out resistance and rebellion by the African National Congress. But major power rivalry and intervention were also important factors. Over 250,000 people have been killed or maimed by landmines in the Southern African region since 1961[3]. Of the world's estimated 60 to 100 million implanted AP landmines, between approximately nine and 15 million, or up to 25%, could be in Angola alone. Another 250,000 to 500,000 are in Mozambique.



"And then I think we also had friendly governments—you know, people who were willing to take risks: Willing to go to get somebody else, and somebody else, and somebody else; and get it going, and say, 'Listen, you know the NGOs are saying something. Let's listen to them."

— Mereso Agino,
Kenyan Coalition of NGOs
Against Landmines

Here, for an example, is a story about landmines in Mozambique:

> *"In Mozambique's Maputo province, the village of Mapulenge, which had been the centre of a community of 10,000 people, was deserted for four years because local people had been told it was badly mined. A three-month mine clearance operation in the village in 1994 uncovered only four mines. These, and the spreading of rumours, had been sufficient to depopulate the area for four years. Four landmines costing US$40*

resulted in years of fear and tens of thousands of dollars spent, before the community felt safe to return. Also in Mozambique, the UN concluded a contract for clearance of 2,010 kilometres of roads in 1994. Many of these roads had been closed for years. Yet clearance produced only twenty-eight mines, although other pieces of unexploded ordnance were uncovered. Rumours spread by soldiers and guerrilla fighters that they have laid landmines, when they have not, have played an equally devastating role in Southern Africa's conflicts over the last thirty years. A simple rumour that an area has been mined can deny land for agricultural production for years or in some cases peoples' access to a cemetery to honor their ancestors. Although no mines had in fact been planted, these areas will still need to be professionally cleared before a community is confident to use that land again."[4]

Go To Projects

Question/project ideas for

Where And Why Do Landmines Affect Development?

For this group of questions/projects, it may be reasonable for a large group to break out into smaller groups and focus on one or more countries. Start with the Web links listed to do the research and projects below.

1. What factors led to the implantation of landmines in the country or region you are looking at?

2. What type of economy is this country: mostly agricultural and rural, mostly industrialized and urbanized, or a mixture?

3. Is there data which helps you to determine where in the country the landmines tend to be?

4. For the three questions 1–3, compare and contrast your findings for the country you are researching with the findings of other groups for other countries.

For other projects and action items, see
Conclusion: "What Can We Do?"

How Do Landmines Affect Development?

The overall, negative impact of landmines on socio-economic development is considerable. Not only are there effects on the individual, his/her family and community, but also on the economy, such as when citizens are forced to avoid areas they suspect to be minefields. But what does all this really mean when we talk about different aspects, or sectors, of development in economic language? Let us examine these one by one.

On Local Health And Well-being:
When an individual is injured or killed by a landmine, their family and community also suffer. An injured landmine survivor may be sent a long way away to medical facilities, if they are able to receive proper treatment at all. If they are able to return, they may not be able to reintegrate into their communities, for they may be perceived as a burden. Without the physical aids and resources which would make it possible for survivors to contribute, it is sometimes difficult to create acceptance. Communities in the agriculturally-based developing world tend to be labour-intensive. A large number of people are affected psychologically, over and beyond the victim and his or her family. Collecting the necessities of life — wood and water — becomes a danger, especially for women and children who are often responsible for these tasks. Labour is lost, and the productivity of the community and the country falls.

On The Health System:
Basic health programs for developing countries are a challenge to begin with: safe sanitation procedures, public health outreach, basic vaccination programs, minimal hospital care, and programs for the diseases common to the region are a luxury for the poorest countries who have yet to afford such systems. The treatment of AP mine victims and their families, which can go on for many years, is a reallocation of resources from health areas which still do not have sufficient resources themselves. The production of prostheses and their continuous renewal for landmine survivors, especially children as they grow, represent another new strain on the system.

On Agriculture:
Many hectares of productive land are unsafe and have been abandoned, especially in border areas. People may move to less productive but safer areas, and then risk malnutrition or starvation. Alternatively, people may remain on the land, but landmine casualties may lead to fewer available workers and a reluctance to use the land, resulting in lower yields and possible malnutrition or starvation. Agricultural development programs cannot proceed in mine-infested regions until demining can occur. Pastoralists, people who live off their animals rather than plant fields, are also affected, for they cannot move their herds where they might wish, and livestock may not be led to the most productive pastureland.

On Transport And Communications:
Roads and bridges are avoided if it is suspected that mines are implanted there, leading to disruptions in commodities, including inputs into production and consumer goods. Local shortages and price rises result, and economic output is affected.

"Nobody knows how many mines there are in Afganistan, or in the world. There are figures of 10 million, 100 million, but I don't believe that anyone really knows. And that's also not relevant. For instance, if there is one mine in this room or if there are 100 mines in this room, this room will not be useable.

"So, it is the area perceived to contain mines, or to have the perceived threat of mines that the local people — the farmers, the villagers, the children — would not use."

— Sayed Aqa,
Mine Clearance Planning
Agency, Afganistan

- For a more detailed discussion on the costs to health systems, agriculture and transportation caused by landmines, see the **UN Demining Database** *(www.un.org/Depts/Landmine/)*, specifically its "Basic Fact Sheet" on the "Effects on Society".

- Another discussion on economic costs is available on the **Warchild** Web site *(www.warchild.org/projects/mines/econom.html)*.

On Education:

Children will be discouraged from going to school if it is suspected they must walk over mine-infested areas. Child victims are often not able to walk to school at all. In countries where walking is usually the only mode of transport to the institutions of everyday life, this is a life-sentence, for the means by which they can become productive in adult life is denied them. Here is a story about this problem:

> *"In Namibia, on December 22, 1995, a twelve-year-old boy named Absalom Luuwa lost his left leg when he stepped on a South African R2m2 AP landmine in a minefield the South Africans laid around Ruacana before Namibian independence in 1990. Absolom's family was devastated. He could no longer walk to school and was sent eighty miles away to a hostel. His family cannot afford to pay for his medical treatment. The whole community is frightened by the threat of landmines and has moved the local school several miles away, making children lose more study time."*[5]

On Other Regions Of The Country, Or Other Countries:

Landmines turn inhabitants into refugees within their own countries or outside them, placing a burden on government authorities outside their affected communities, and increasing pressure on local resources, including food and water. They may remain afraid to go home, and yet there may be no room for productive employment and/or activity in the new location.

Mines Advisory Group

On The Environment:

Contamination of the soil and water by landmines is growing. Weather related variables, such as floods and desertification, cause landmines to shift and relocate, leading to uncertainty and paralysis of nearby inhabitants. Wildlife and livestock are also affected, as is the ecology of great tracts of land. Resources must be dedicated to demining, resources which are not evident in the first place. Here is a description of how landmines have affected the environment of Zimbabwe, cited from Alex Vine's "The Crisis of Anti-Personnel Mines", in To Walk Without Fear[6] *(www.oupcan.com/landmines/index.html)*:

> *"The landmine legacy in southern Africa has serious environmental consequences. In Zimbabwe, the border minefields have become a haven for the tsetse fly. Wildlife also suffer.*

The Hwange and Gonarezhou national game parks have reported many mine incidents involving wildlife and there have been several cases of buffalo wounded by landmines attacking people living near game parks. Without fencing, there has been considerable triggering of mines in remote areas by game animals. Many hundreds of elephants were killed towards the end of the Rhodesian war by mines. An elephant would wander into the minefield and initiate an explosion, and once wounded it would stagger into other mines, setting off further explosions. A dead animal in the minefield would result in additional mine incidents from scavenging animals attempting to feed on its body."

✲ **The impact of landmines on animals and the environment is not well documented, but there are some resources available that would help learners to appreciate the ecological dimensions over and above the human one. Here is one site, developed by Kevin Maddog Stewart, a Canadian zoologist, called The Environmental Impact of landmines** *(fn2.freenet.edmonton.ab.ca/~puppydog/landmine.htm).*

Go To Projects

Question/project ideas for

How Do Landmines Affect Development?

Focusing on one country and working as individuals or small groups, research the following questions on the Web. Start with the Web links listed in the "How Do Landmines Affect Development" section. Compare your results with those of others by making individual or group presentations.

1. **What seems to be the most serious socio-economic impact of landmines in the country/region that you are looking at? Does this have an effect on certain groups in society?**

2. **Is it possible to comment on the capacity of the country's health system to deal with the victims of landmines in the country/region you are looking at? What types of facilities are available? Is it possible to determine how the health system is affected by the need to deal with landmines?**

3. **On the basis of all the information you have read about a mine-affected country/region, write an imaginary story about a person who might live in that country, and the education and training challenges he or she faces. Include the problems that government authorities might face in coping with landmine survivors at school.**

4. **Try to determine the effect of landmines on livestock and wildlife in the country/region you are studying.**

For other projects and action items, see
Conclusion: "What Can We Do?"

Working With Developing Countries To Solve The Landmine Problem

Developing countries are faced with scarce resources for the resolution of the problems caused by landmines. Consequently they have chosen to work with a range of organizations and donors, where appropriate assistance is forthcoming.

The Role Of Non-governmental Organizations

Non-governmental organizations (NGOs) were critical to the success of the AP mine ban treaty process, and still are absolutely key for gaining more and more support around the world for the universal signing and ratification of the AP mine ban treaty.

But it was in development work that many members of this NGO community were first alerted to the crisis of landmines and their anti-development character. For example, Jody Williams and Stephen Goose write in "The International Campaign to Ban Landmines" in **To Walk Without Fear** *(www.oupcan.com/landmines/index.html)*:

"That was the first time, to my knowledge, the NGOs were sitting at the negotiating table, which was a tremendous factor. And that of course was possible because the ICBL is such a well-structured coalition of NGOs"

— Thomas Hajnoczi, Ministry of Foreign Affairs, Austria

"A former British army sergeant went to Afghanistan in the late 1980s determined to begin agricultural development programs. Instead what he found were so many of these "seeds of death" that viable development was impossible until the mines were pulled from the ground. He helped launch one of the first NGO humanitarian mine clearance programs in the world — an organization that would later help found the ICBL."[2]

Now that the landmine ban treaty has become international law, are the needs related to landmines any less? There are still countless mines in the ground, still survivors to be cared for and reintegrated, and still many countries around the world that need help in implementing the commitments made under the treaty. There are still many countries who have not signed the treaty, and many armed forces who regard themselves as "outside of the law".

- The solutions to the problems posed by existing and new landmines for developing countries are clear, according to the **Canadian International Demining** *(eagle.uccb.ns.ca/demine/solution.html)*.

Assistance with treaty implementation, victim assistance, demining and AP mine awareness are in reach. We need to recall that Europe was heavily mined after WWII and that it took only a few years to demine, even though the technology wasn't as sophisticated as it is today. The difference between then and now is that it was easier to mobilize financial resources for the cause from the affected countries and their allies. We need to do the same today, but this time we need to raise these funds on behalf of countries who have little wealth.

What projects are Canadian NGOs undertaking at the moment?

- The members of the **Mines Action Canada** coalition *(www.minesactioncanada.com/map.cfm)* are involved in working against mines on many different levels. At this site you can view the list of members.

- The **Canadian Red Cross** (CRC) *(www.redcross.ca/news/lmines.htm)* lists the projects it is supporting in the area

of landmines. Here you can also find tips on how to help the organization accomplish its work.

- **CARE** *(www.care.org/info_center/land_mines/lm_links.html)*, an international NGO and member of MAC and anti-landmine campaigns in a number of countries, lists NGO projects related to landmines.

Here are some other examples of projects: *World Vision Canada* and *Mission Aviation Fellowship Canada* have, with CIDA support, assisted with mine clearance programs and training, mine surveying, mapping and avoidance training in Angola. The *Mennonite Central Committee* undertook a mine and bomb removal program in Northern Laos in 1994–95. The Council of Canadians with Disabilities mounted rehabilitation programs in Afghanistan and Cambodia in 1996–97 with CIDA support.

The Role Of The Canadian International Development Agency

Since 1993–94, the Canadian International Development Agency (CIDA) has supported a number of projects related to landmines and development. CIDA recognizes that to fulfil basic human needs, it must assist in AP landmine clearance, victim assistance, and landmine awareness and avoidance programs. The basic premise of these programs is to assist in building local capacity in the affected developing country, so that it is in a better position to take on responsibility and absorb new skills and approaches to the AP landmine crisis.

- Searching for "landmines" on the Web site of **The Canadian International Development Agency** *(www.acdi-cida.gc.ca/index.htm)* will provide a wealth of resources on what our national aid agency is doing in the area of landmines.

Go To Projects

Question/project ideas for

Working With Developing Countries To Solve The Landmine Problem

Starting with the links listed in Working With Developing Countries To Solve The Landmine Problem, carry out the following research.

1. **Identify current NGO projects related to landmines and development. You may want to start with a visit to the Mines Action Canada Web site, which lists all the different NGOs who belong to the international anti-mine coalition — about 40. Working in groups, do a search for these NGOs, to determine who is on the Internet, and what projects they might be undertaking.**

2. **Go to the Canadian Red Cross (CRC) *(www.redcross.ca/news/lmines.htm)* Web site and explore the projects they are supporting. What activities does the CRC list that your school or group could assist with?**

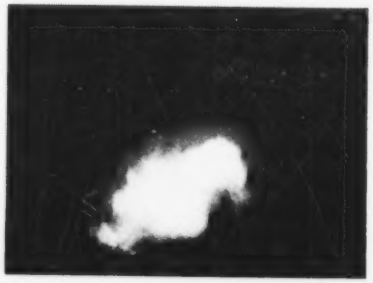
3. **Check out the CIDA *(www.acdi-cida.gc.ca/index.htm)* Web site listed in this section and do a search for their documents on landmines. Find out what projects in the area of landmines they are supporting.**

For other projects and action items, see
Conclusion: "What Can We Do?"

b. Landmines And Their Impact On Youth

Why Are Youth Directly Vulnerable To Landmines?

In heavily mined countries such as Mozambique, Bosnia, Angola and Cambodia, landmines are one of the great public health hazards of the late 20th Century. For millions of people — primarily farmers, herders or fleeing refugees who rely on their physical fitness for survival — landmines are the biggest influence on their daily routine because every step could literally be their last.



Based on data from the International Committee of the Red Cross (ICRC) field hospitals, it is roughly estimated that as much as 25 per cent of the world's AP mine victims are children. Children are directly affected by landmines as they carry out important family duties such as tending livestock, scavenging, gathering fuel-wood and collecting water. Also, children cannot see landmines like taller adults can, and often cannot read or recognize warning signs as they stray off safe routes while meeting household responsibilities, going to school, playing games, or taking short-cuts through unsafe areas.

✲ For more statistics on how landmines affect children, see the "Cold Facts" heading on the Web site of **Norwegian Peoples Aid** *(www.npaid.no/mines)*.

CASE STUDY:

CARE Program: "Fishing Without Fear: Anti-Personnel Mines Force Angolan Teens to take Careful Steps"

Fourteen-year-old Evaleno and his uncle love to go fishing in their small community in Angola. However, for Evaleno, the estimated 15 million landmines under Angola's soil mean that even digging for worms can cost an arm or a leg and walking to the nearby fishing pond can be deadly. A perimeter of landmines around the pond once protected a band of soldiers from the enemy 16 years ago. Atlanta-based CARE is removing the landmines that haunt Evaleno and his friends in the towns of Junga and Culey. Children like Evaleno never knew an era when landmines were not a constant threat. They cannot imagine fishing without fear. Though the children never go to the "forbidden" pond, the two-mile walk to the next pond in the opposite direction is not safe either. "We must stay on the paths", says Evaleno. "We only dig where we have heard it is safe," says Evaleno. "We know not to dig anywhere else."

✲ See another example of how landmines affect children on the Web site of the **Save the Children** *(www.savethechildren.org/landmines/)*.

✲ For a more detailed article on how landmines affect children, see "Landmines, a deadly inheritance" on the **UNICEF Web site** *(www.unicef.org/graca/mines.htm)*.

✲ Find out what the Executive Director of the United Nations Childrens' Emergency Fund (UNICEF) has to say about landmines and youth, **Chapters 1 and 2** *(gopher.unicef.org:70/00/.cefdata/.booklet94/landmine)*.

A 1994 Human Rights Watch report says that it has become common practice in some areas for children to be paid to retrieve landmines for re-sale and re-deployment. According to the International Mothers of Liberia, this is a common practice in Liberia since it can be lucrative and children are desperate to support themselves.

In regions where children are "recruited" into military duty, they are placed at further risk of exposure to landmines and potential injury. Child soldiers are often directly exposed to landmines as much as adult soldiers are.

✲ What are some of the other reasons why children might want to pick up landmines? See the Web site **War Child: Landmine Project** *(www.warchild.org/projects/mines/human.html)*.

CASE STUDY:

Afghanistan Eye Witness Account by reporter Stefan Smith

An international team of researchers led by Professor Neil Andersson recently completed a study (published on Sept. 16, 1995 in the British Medical Journal) to document the social costs of landmines. The study, entitled "War Child: Landmines Project" was initiated by several United Nations Organizations and included the following eyewitness account by reporter Stefan Smith on his April/May mission to Kabul, Afghanistan:

"Scanning the classroom in Kabul, it seemed to me that the mine awareness teachers were preaching to the children already so familiar with their unfortunate predicament of living in the most heavily mined city in the world. Amputees are a common sight in Afghanistan, where every day four children under the age of 16 are killed by landmines and another four are seriously injured. But these statistics are just numbers. If the world could have seen that classroom that day, most people would have been moved. When a teacher asked the children in the classroom who had had a member of their family "injured" by an AP mine to raise their hands, only one tearful girl did not. I learned later that she had misunderstood the question because all of her family, including her mother, father and two brothers were killed when an anti-tank mine exploded while they were attempting to break it up to sell as scrap metal."

✲ World Vision has produced an educational board game called "Land Mines Labyrinth" which helps students to understand the effects of landmines. You can find this game as part of the teaching kit, **One Deadly Step: Understanding Landmines** *(www.worldvision.ca/wvcweb/worldvisioncanada.nsf/goto/educational+resources~teaching+kits~19990803162400)*

Go To Projects

Question/project ideas for

Why Are Youth Directly Vulnerable To Landmines?

1. Research the **Norwegian Peoples Aid** *(www.npaid.no/mines)* Web site to determine how many children per week are killed or injured by landmines. How many of these children are under 15 years of age?

2. Some people argue that landmines look like toys to children. What are the reasons that landmines might look like toys? Check the **UNICEF** *(www.unicef.org/graca/mines.htm)* and **War Child** *(www.warchild.org/projects/mines/human.html)* Web sites for your answers.

3. Go to **World Vision's site** *(www.worldvision.ca/wvcweb/worldvisioncanada.nsf/goto/educational+resources~teaching+kits~19990803162400)* to find the "Land Mines Labyrinth", and play this game in small groups. Share your experiences with other members of the class.

For other projects and action items, see
Conclusion: "What Can We Do?"

What Are The Physical Effects Of Landmines On Youth?

Due to their small size and the relative closeness of their vital organs to the mine blast, children are more prone to death and serious injury from landmines than adults. They are more likely than adults to die immediately or shortly after being injured, because they are not able to survive the blood loss during the time it takes to get them to a hospital for emergency treatment. ICRC surgeons estimate that up to half of all AP mine victims die on site within minutes of a blast and that only 28% of AP mine casualties arrive at a hospital within six hours of the explosion.

Tali Geva-Bradley

The suffering of young landmine victims is compounded by the lack of medical and transportation infrastructure in most countries that have an AP mine problem. For example, even if the victims survive the blast and make the long, arduous journey to a medical centre, the physical injuries are usually far greater, the emotional trauma much deeper, and the economic prospects significantly bleaker than for an adult.

- **Save the Children** *(www.oneworld.org/landmines)* provides vivid accounts from children who have experienced the pain and suffering caused by AP mines.

AP mine injuries for children are most difficult for surgeons to treat because of the need for constant blood transfusions, antibiotics, anaesthetics, X-ray films and follow up medical attention. Children may require ongoing amputations for prosthesis fittings on growing limbs. A 10-year-old amputee may require at least 25 prostheses during his/her lifetime.

- Since 1995, OXFAM has operated the Cambodia Trust Limb Project which has included prosthetic centres in Calmete and Kompong Som since 1995. OXFAM Landmines Appeal funds will go towards patient transportation costs in this poor region so that more amputees (especially children) can benefit from well fitted prostheses which will enable them to rebuild their lives.

For successful rehabilitation to occur, there must be extensive rehabilitation programming including job, and independent living skills training, at a minimum. In most underdeveloped countries, this is simply not available to children. For example, UNICEF estimates that only 19–20 per cent of disabled children in El Salvador receive rehabilitation therapy. The rest are forced to fend for themselves and often have to steal or beg to survive.

- **The Landmine Survivors Network** (LSN) *(www.landminesurvivors.org./about/about.html)* helps children and their family members with recovery, rehabilitation and reintegration into their communities.

Go To Projects

Question/project ideas for

What Are The Physical Effects Of Landmines On Youth?

1. Carry out a study of the Oxfam Cambodia Trust Limb project, describing its features and the types of patients it treats.

2. Why do you think transportation of patients to the prosthetic centres presents such a challenge that Oxfam has devised a special fund?

3. What types of services and assistance does the Landmine Survivors Network provide for youth and their families?

For other projects and action items, see
Conclusion: "What Can We Do?"

How Are Youth Indirectly Affected By Landmines ?

In countries where the threat of landmines exists, the life of a child can be severely restricted, even if he or she never encounters a landmine directly. Parents will often stop sending their children to school and prevent them from participating in important family duties — such as tending livestock, scavenging, gathering fuel-wood and collecting water. Such exclusion can be a great cultural and economic loss for the family. This may in turn lead to a loss of education and employment skills training that puts the youth at an economic disadvantage as an adult.

The fear of landmines can also restrict free play. Ben Parks, a former UNICEF officer in Central Bosnia explains that, "so many children have been trapped indoors or underground during armed conflicts that when the fighting stops, the children are desperate to get out and have a look around." Children are prevented from exploring their natural surroundings due to the fear of landmines.

The death or injury of a parent by a landmine blast can also have far-reaching impacts on a child. Apart from the obvious emotional trauma, he or she may have to leave school in order to care for the injured parent and supplement the family income.

✲ See a special United Nations study prepared by Graça Machel, called **"Children and War"**, *(www.unicef.org/graca/mines.htm)*, which pays particular attention to landmines and their impacts on youth.

Go To Projects

Question/project ideas for

How Are Youth Indirectly Affected By Landmines?

1. Exploring the Web site where the **Graça Machel study** *(www.unicef.org/graca/mines.htm)* is hosted, identify different ways to promote the physical and psychological recovery and social reintegration of youths who have been affected by landmines.

For other projects and action items, see **Conclusion: "What Can We Do?"**

Andrea Goodman, Paradise, NF

How Can Youth Learn To Avoid Landmines? How Do Other Organizations Help?

Providing proactive mine awareness education for youth is a current focus of many governmental and non-governmental (NGO) efforts. Casualty rates have been known to drop drastically when such measures are taken. Implementation of these programs is not always straightforward, however. There have been reports from people involved in mine awareness campaigns in Afghanistan that some parents are reluctant to let their children be taught mine awareness. The children may become afraid and then refuse to carry out essential family tasks, such as going out into the pastures to tend the livestock.

To be effective, AP mine awareness education programs should be accompanied by mine surveys and demarcation, mine clearance and victim rehabilitation. The priority of such integrated programs is to clear mines from essential community infrastructure such as schools, water sources and medical centres.

- The **Global Information Networks in Education** (GINIE) *(www.pitt.edu/~ginie/lm/index.html)* collects educational materials and curricula on mine awareness from several UN agencies and other organizations. They are available on the Web for use by all, but particularly nations in crisis or transition.

One of the UN organizations supporting mine awareness programs is the United Nations International Children's Emergency Fund (UNICEF). It provides aid to community-based rehabilitation programs that address the physical, psychological and vocational needs of child AP mine survivors. For example, UNICEF's Mobile Demonstration Project in the former Yugoslavia visits primary schools, exhibiting landmines that are likely to be found in the area and showing the students how to recognize and deal with the unexploded devices. The students are given a telephone number to call if they spot a mine. Through this program alone, thousands of landmines have been located and deactivated.

- For more information on UNICEF's educational materials on landmines, see their "Silent Shout" video at the **Voices of Youth** (**VOY**) Home Page *(www.unicef.org/voy/)*. Click on "The Meeting Place".

CASE STUDY:

"Spirit of Soccer" A UNICEF Response To A Child Rights Emergency

In an effort to raise awareness among children about the lethal nature of unexploded landmines, UNICEF has sponsored a classroom teaching kit for use in schools. This kit has been taken to the football pitch. A UK organization called "Spirit of Soccer" sends coaches to teach football skills and landmine awareness to children, showing them pictures and discouraging them from going near such devices. Over 60,000 posters with AP mine awareness messages have been distributed all over Bosnia. These have proved highly popular both with children and adults. So far, over 4,000 young footballers aged between six and 18 have attended AP mine awareness sessions. They learn to recognize mines, the damage they can inflict, and what to do if they see such devices lying around. Over 140 coaches and senior players have been shown how to present mine awareness workshops, and the materials are now being adapted for use in other sports. "Spirit of Soccer" is also helping to re-equip sport centres and playing fields, designating them safe for play in mine-contaminated areas.

Go To Projects

Question/project ideas for

How Can Youth Learn To Avoid Landmines?

1. On the **GINIE** Web site *(www.pitt.edu/~ginie/)* educational materials for landmine awareness are available for a range of countries. Working in small groups, choose one of these countries and describe some of the materials being developed for landmine awareness education.

2. On the **GINIE** Web site *(www.pitt.edu/~ginie/)* there are links to other sites and references. Find the list of organizations with landmine awareness projects. Choose one project to report on from among: CARE, Radda Barnen (Swedish Save the Children) in Yemen, Norwegian Peoples' Aid, Earthstewards, or Vietnam Veterans of America Foundation.

3. UNICEF believes that children in times of conflict should be seen as "Zones of Peace" and have recently started an education program on a Voice of Youth (VOY) sub-site called **Children and War** *(www.unicef.org/voy/meeting/meethome.html)*. Other VOY sub-sites at the above Web site, **The Teacher's Place** *(www.unicef.org/voy/research/reshome.html)* and **The Learning Place** *(www.unicef.org/voy/learning/learhome.html)*, contain useful information and activities for teachers and students (such as the online chat forums) on the effect of war and landmines on youth.

For other projects and action items, see **Conclusion: "What Can We Do?"**

C. Landmines And Peacebuilding

What Is The Direct Impact Of Landmines On Peacekeeping And Peacebuilding?

Along with the damage they cause innocent civilians, landmines kill, injure and divert United Nations forces and humanitarian relief workers who assist in such areas as medical care, food supply, peacekeeping and peacebuilding. What is the difference between peacekeeping and peacebuilding? Peacekeeping involves the commissioning of soldiers to help maintain a truce while negotiators seek peaceful solutions to a conflict. Peacebuilding refers to the operations that take place after the conflict, which help to strengthen interaction and eventually trust among former enemies, and to restore a just and legitimate government through elections.

- More detailed definitions are on the **UN Peacekeeping Operations** Web page *(www.un.org/Depts/dpko/)* — see "Frequently Asked Questions" and "Glossary".

To date, there have been 43 UN peacekeepers killed by landmines and 315 injured. Many of these casualties have occurred in what was formerly Yugoslavia. Landmines have been the second major cause of death for UN troops serving in Bosnia, after shelling. Many Canadians have been killed or injured by landmines while working abroad as peacekeepers, deminers or aid workers.

- **AVI** *[563 kb]* video clip — Brian Isfeld, father of Master Corporal Mark Isfeld, the Canadian peace keeper killed in Croatia in 1994.

  *(**Please note:** This is not a "streaming" clip. The file will need to load fully before play begins. Depending on the speed of your connection this may take several minutes. To view the clip you need to have a media player capable of playing AVI movies installed on your computer. The Windows Media Player is normally installed with the Windows operating system. If it is not present on your system you can install it from the installation disks/CD-ROM.)*

The Canadian Department of National Defence (DND) is participating in important post-conflict demining operations in countries such as Cambodia, Kuwait, Rwanda, Croatia and Bosnia. These programs are designed to help restore the local populations' confidence, and to encourage people to return to their communities.

- More information is available on the activities of the Department of National Defence in **peacekeeping and demining** *(www.dnd.ca/eng/archive/nov96/BG-96033EN.htm)*. Here you will find a description of demining techniques.

- Demining techniques are also discussed on the Web site of the UN Demining Database, under UN Mine Clearance on its **"Fact Sheets"** *(www.un.org/Depts/Landmine/factsht.htm)* and on the Web site of **The Canadian Centre for Mine Action Technologies** (CCMAT) *(www.ccmat.gc.ca/)*.

Go To Projects

Question/project ideas for

What Is The Direct Impact Of Landmines On Peacekeeping And Peacebuilding

1. Go to the **UN Peacekeeping Web** *(www.un.org/Depts/dpko/)* site for more detailed explanations of peacekeeping and peacebuilding. Describe, in your own words, what these operations involve.

2. For what organizations and projects are the Canadian Forces providing support for demining? What form of assistance do they provide?

3. Drawing on information available on the **CCMAT** Web site *(www.ccmat.gc.ca/)*, carry out research on the types of technology that CCMAT is developing and compare the results with those that the UN describes under "Technologies: Old and New," on its **UN Demining Database** *(www.un.org/Depts/Landmine/factsht.htm)*.

For other projects and action items, see **Conclusion: "What Can We Do?"**

What Is The Relationship Between Peacebuilding, Development And Landmines?

Socio-economic development virtually stops in times of war, and can be affected for many years afterward. Peace in any society recovering from conflict does not come easily and without some form of compromise. A framework of justice must be built, one which is seen as fair by different rival factions. Only when such a framework is in place, often with the help of international observers, can the long-term process of reconciliation and renewed development begin.

Where landmines remain as war's legacy, this renewal takes much longer. The insecurity fuelled by landmines slows the surrender of arms, it retards the return of citizens to their homes, and delays the resumption of a peaceful life. Where landmines have been left behind, peacebuilding is much more difficult and expensive to establish and an international presence for surveillance purposes is usually required for longer periods of time.

Both the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA) contribute to the promotion of peace in conflict countries. These departments tackle different aspects of the same problem, and their efforts complement and reinforce one another.

DFAIT manages political relationships between Canada and other countries and regions. It engages in preventive diplomacy, working to ward off conflict. It also helps to strengthen institutions and initiatives in conflict resolution. Peacemaking, peacekeeping and peacebuilding efforts are all a part of DFAIT's responsibilities.

- Under its peacebuilding program, DFAIT provides financial assistance to the Canadian Peacebuilding Coordinating Committee (CPCC), a national network of Canadian NGOs and non-governmental institutions (NGIs). A report on **CPCC** *(www.cpcc.ottawa.on.ca)* activities is available.

- More information on **DFAIT**'s *(www.dfait-maeci.gc.ca/peacebuilding/)* activities in peacebuilding are on the Web.

CIDA combines its peacebuilding actions with its sustainable development approach. It promotes the establishment of a fair and well-functioning government administration, one which acts under the rule of law and is respectful of human rights. CIDA encourages participation of citizens in their own governance, and tolerance for different groups and perspectives in society. Peaceful development has a better chance where there is a strong civil society, containing many different private sector organizations, including NGOs. A representative form of government with fair elections, equal opportunities among citizens for economic success, and the participation of women, minorities and indigenous peoples all bode well for peaceful socioeconomic development.

- **CIDA** *(www.acdi-cida.gc.ca)* describes its approach to peacebuilding on its Web site. A variety of documents are available if a search is carried out using "peacebuilding" as the search term.

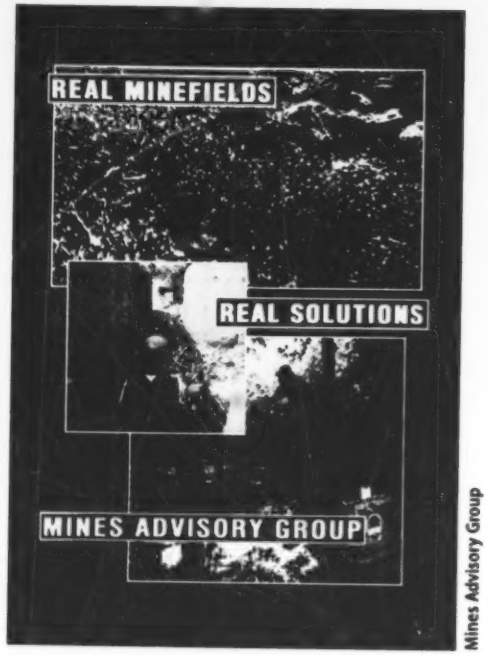
CIDA's peacebuilding activities are supported by the Canadian Peacebuilding Fund, an element of the Canadian Peacebuilding Initiative launched in 1997 by the Minister of Foreign Affairs, Lloyd Axworthy. These peacebuilding activities include multilateral aid in the form of support to international organizations. For example, money from the Canadian Peacebuilding Fund went to the United Nations Trust Fund for Preventive Action, which was established in 1997. This Fund is available to the UN Secretary-General to be used

to thwart potential conflict and prevent existing conflict from escalating. It is a source of funding to be used when rapid response to a situation is required.

Financial support from the Peacebuilding Fund also goes to bilateral aid to other governments. Activities such as landmine removal, landmine awareness training, landmine mapping and the reconciliation of conflict groups are some of the activities supported by bilateral aid.

The Canadian Peacebuilding Fund also supports NGOs who work toward the aim of peace in the developing world. For example, the NGO Project Ploughshares is conducting a series of workshops and research exercises with civil society and government leaders in the Horn of Africa region to encourage local thinking about how reductions in arms flow can take place. Similarly, the NGO Synergies Africa is undertaking a series of networking and training activities in conflict resolution techniques with NGOs in Rwanda and the Eastern Democratic Republic of Congo.

Go To Projects



Mines Advisory Group

Question/project ideas for

What Is The Relationship Between Peacebuilding, Development And Landmines

1. Drawing on resources available on the **DFAIT peacebuilding** *(www.dfait-maeci.gc.ca/peacebuilding/)* Web site, describe in your own words the goals and objectives of the Canadian Peacebuilding Initiative.

2. Working in small groups, review and present one of the discussion papers hosted on the **CCPC** Web site *(www.cpcc.ottawa.on.ca/sitemap.htm)*. These include: "Gender and Peacebuilding," "Small Arms and Peacebuilding," "Community-level Conflict Resolution/ Local Initiatives for Peace," and "Governance and Peacebuilding."

3. As a class or group, discuss the relevance of landmines to the peacebuilding topics in question 2.

4. Go to the **CIDA** *(www.acdi-cida.gc.ca)* Web site and carry out a search on "peacebuilding." Explore the document "Canadian Peacebuilding Experience" for a list of different country projects. Working in small groups, create a presentation on one of these projects.

5. Go to the **CIDA** *(www.acdi-cida.gc.ca)* Web site and locate the documents on peacebuilding. Examine the document, "The Canadian Peacebuilding Initiative". In small groups, discuss the following questions: How does Canada interpret the idea of peacebuilding? What will Canada emphasize in its efforts to support peacebuilding? Why does Canada feel we have a special international role to play in peacebuilding?

For other projects and action items, see **Conclusion: "What Can We Do?"**

The Bigger Picture: Why Is The Ottawa Process Historically Significant For Peacebuilding?

The international political and economic system has changed dramatically since the collapse of the Cold War. Current Canadian foreign policy reflects a view that International politics and diplomacy can no longer be based on the notion of security of the state, which traditionally was presumed to take responsibility for the well-being of all its citizens. Today, most conflicts are not between states, but within states, and many of the affected governments do not possess the authority, legitimacy or means to protect their own citizens.

"My ability to help with this issue, as it is with other issues, is the ability to get people's attention focused on it. And too, in terms of dealing with politicians, I think that artists — anybody that's got an audience — also bring a certain mandate from that audience. I mean, not that your audience uncritically supports all of the stances you take on things, but that in a general sort of way people approve..."

— Bruce Cockburn, singer-songwriter

These conflicts can start in many ways. There may be disputes between ethnic groups as to who should have power, for example. There may be abuses of human rights, such as systematic exclusion of indigenous people. Some conflicts originate or escalate due to pressures beyond the control of weak governments, and are attributable to factors related more to global phenomena. For example, international terrorist activities based in different countries add strains of different types, such as the spread of illegal arms and weapons, including landmines.

Unlike in the past, the casualties of these conflicts in today's world tend to be civilians, not soldiers. This is the most important fact which separates the military experience of today with that of the past. According to Canada's Minister of Foreign Affairs, Lloyd Axworthy:

> *In traditional wars among states, injury or death of civilians was seen as "collateral damage": a by-product of war which was acceptable as long as it was minimized. Now civilians have become the primary, often intentional victims of warfare...the battlefield extends into homes and playgrounds, with individuals targeted because of their affiliation with a specific group. Some analysts have estimated that the civilian casualty rate in today's conflicts is around 90%, compared with 50% in World War I, and 10% in the nineteenth century.*[8]

This means that traditional foreign policy tools designed to manage and contain wars of the past are no longer adequate for today's context. The old idea of state security must give way to the new notion of human security. In this foreign policy concept, the international community has a responsibility for the threats that affect individual citizens: human rights abuses, internal conflict, crime, environmental degradation, military expenditures, and the use and export of small arms or landmines.

Canada, along with other nations, looks at the landmines issue as one of human security, rather than disarmament. In the section, "**The international movement to ban landmines**", we discussed how landmines came to be considered illegal under humanitarian law, and how their military utility was put in doubt. Drawing on a foreign policy based on the notion of human security, Canada judged landmines illegal. Therefore, it did not consider that the international community had to be bound by the slow, reluctant and ultimately resistant processes of conventional disarmament protocols.

- Here is some interesting reading for the student interested in international affairs and foreign policy. In two recent speeches, the Minister of Foreign Affairs, Lloyd Axworthy, talks about the AP mine ban treaty experience and the foreign policy concept of human security. See these "notes for an address" documents — **June 19, 1998** *(www.dfait-maeci.gc.ca/english/news/statements/98_state/98_046e.htm)* & **September 9, 1998** *(www.dfait-maeci.gc.ca/english/news/statements/98_state/98_051e.htm)* — along with other statements and speeches on DFAIT's **SafeLane News** *(www.mines.gc.ca/english/news/index.html)* Web site.

Initially all five permanent members of the UN Security Council — the US, Russia, China, the UK and France — were openly critical of the Ottawa Process. They argued that it would have little practical effect on the global landmine crisis. With relatively minor variations, each of these states insisted that any response to the landmine crisis would be largely ineffective if it did not address the security implications of a global ban. Later, France and the UK changed their minds, following the elections of new governments and pressures applied by domestic NGOs who were part of the International Campaign to Ban Landmines (ICBL).

What was the final result of judging landmines as a human security issue? The Ottawa Process culminating in the AP mine ban treaty. But there were other critical factors at work that, together with this new foreign policy perspective, made the treaty the success it was. These included:

- the new forms of partnership that DFAIT formed with the Canadian NGO community, principally Mines Action Canada (MAC), and the Canadian Red Cross;
- the collaboration of middle-power states who held the same ideas about landmines; and
- the successful mobilization of NGOs into an international campaign which stressed the exchange of ideas, practical knowledge and lessons for the benefit of the whole movement.

Go To Projects

Question/project ideas for

The Bigger Picture: Why Is The Ottawa Process Historically Significant For Peacebuilding?

Recently Canada was elected as a non-permanent member of the UN Security Council. Canadian Minister of Foreign Affairs, Lloyd Axworthy has declared that the "human security" concept of foreign policy is important for Canada, and that these values are going to be expressed on the Council. He also believes the AP mine ban treaty experience — The Ottawa Process — could be helpful as a model for other important issues in international politics, such as the accelerating trade in small arms.

1. What is the UN Security Council responsible for, and what does it do? Working in small groups, search for information on the Web which will help you to answer this question.

2. Read the **speeches by Minister Axworthy** *(www.mines.gc.ca/english/news/index.html)* linked in this section, and answer the following questions: Why is the trade in small arms a topic of concern for Canada and other countries? What "lessons" have we learned from the AP mine ban treaty experience that could be applied to stifle the trade in small arms?

3. After all the research and discussion is done within small groups, select one representative who will sit on a panel. This panel will represent the UN Security Council. The rest of the class is to be divided evenly into two groups representing government delegates to the UN General Assembly, and NGOs. Encourage the newly-formed groups to share their results on the questions they researched and discussed. Then have the "Security Council" answer the following questions posed by government delegates and NGOs:
   - Why is international trade in small arms increasing? Who is responsible for this increase?
   - What is the UN going to do about this?
   - How can the landmine experience help us to solve this problem?

For other projects and action items, see **Conclusion: "What Can We Do?"**

4. Conclusion: What Can We Do?

Grassroots action has been instrumental in achieving a global ban on landmines. Continuing public support is essential — both in encouraging more countries to adopt the ban, and in holding signatory governments to their commitments to deal with the problems of mine-affected regions around the world.

There are many ways to take action on landmines. Below are some examples of how you can contribute — but these are just a start. Web research on sites provided throughout this workbook, determination and creative thinking by your class or group will almost certainly lead to interesting ideas that will work in your own community.

1. Contact The *Youth Mine Action Ambassador Program*

The program is a joint creation of Mines Action Canada, the Canadian Red Cross and the Department of Foreign Affairs and International Trade. Through this program, a network of young people across Canada are actively promoting awareness and activism on the landmines issue. A youth ambassador may be available to visit your school or organization to provide a presentation on the global landmine crisis and help you organize a response effort. The youth ambassadors can also put you in touch with a range of resources for further study and action. More information on the Youth Mine Action Ambassador Program can be found on the **SafeLane** *(www.mines.gc.ca/english/index.html)* Web site of the Mine Action Team, Department of Foreign Affairs and International Trade.

(Site contents currently being updated)

2. Organize An Event To Raise Funds For Mine Action.

Several Canadian organizations raise funds to address different aspects of the crisis. Among these are:

Canadian Red Cross Landmine Survivors Fund
(www.redcross.ca/international/landmines/mines.htm)

Canadian Red Cross
Landmine Survivors Fund
Canadian Red Cross
1800 Alta Vista Drive
Ottawa, ON K1G 4J5
1-888-801-8314

Canadian Landmine Foundation
(www.canadianlandmine.com)

Canadian Landmine Foundation
2 Lombard Street, Suite 300
Toronto, ON
M5C 1M1
(416) 365 9461

Here are some fundraising suggestions:

- Organize a cultural event— such as a music production, a play, or a poetry reading — drawing on local talent. The Canadian Red Cross (CRC) can provide materials for a landmine awareness play called "BOOM!". The "BOOM" kit includes the script and production notes as well as educational activities and information about landmines. It was performed for the first time on December 1, 1997 by Grade 12 students at Medford Secondary School, near London, Ontario. Proceeds from the play may be donated to the Landmine Survivors Fund.

- Make "Ban Landmines" buttons and sell them at a display/awareness event.

- Organize a sporting event such as a parents' or teachers' soccer game.

- Organize a walk-a-thon and collect sponsors. Contact a local Red Cross office to see if there may be local landmine survivors and/or people in wheelchairs interested in participating.

- Hold a poster contest featuring art created by students at your school or in your group. Have participants "bid" on the posters in an auction. For inspiration, look at the posters prepared by grade 4, 5 and 6 students at St. Elizabeth School, Ottawa on their Web site **Students Against Landmines** *(cyberfair.gsn.org/mine/index.htm)*. See their "Through Our Eyes Art Gallery".

- Organize a school or community dance, with either ticket sales, raffle proceeds or snack and beverage sales going to benefit a landmine fund. The Youth Mine Action Ambassador Program can help you take part in a nationwide dance event called Dance without Fear.

3. Share Your Knowledge Of The Landmine Crisis With Others

- Write a letter to the editor of your local paper or an article for your school newsletter sharing your views about landmines.

- Use your Web contacts to post information about the landmines issue and any events you are organizing. See an example of what can be done through the Web by visiting the **Students Against Landmines** *(cyberfair.gsn.org/mine/index.htm)* Web site of St. Elizabeth School, "Good News" and "Treasure Hunt".

- Tell your friends and family about the Mine Action Workbook, and download a copy for them to read and share.

- Undertake a school or community survey to assess knowledge and attitudes about landmines.

- Organize a landmine awareness day to promote active involvement with the issue. Concrete ideas and resource materials may be obtained by contacting the Youth Mine Action Ambassador Program through the contact information given above.

- ✲ Various means of creative expression can be used to convey the urgency of the landmines crisis. Here is an **audio clip** of an original song, created to commemorate Lady Diana and her dedication to the landmine cause. It was written and composed by André Lalonde, and recorded by Wayne Hunter at "Five Lakes Recording Studio", Gatineau Hills, Québec.

  *(**Please note:** This is not a "streaming" clip. The file [658 kb] will need to load fully before play begins. Depending on the speed of your connection this may take several minutes. You can download the entire song in a **RealAudio version** [2.5 meg] or **MPEG format** [4 meg]. To listen to these files you must have an appropriate player installed.)*

4. Sign The Youth Against War Treaty

The Youth Against War Campaign was launched by 13-year old landmine survivor Song Kosal. It is promoted in Canada by **Mines Action Canada** *(www.minesactioncanada.com/)*. You can view and sign the **Youth Against War Treaty** *(www.minesactioncanada.com/documents/youthagainstwar.htm)*.

1. Taken from Alex Vines, "The crisis of anti-personnel mines", in *To Walk Without Fear: The Global Movement to Ban Landmines*, Oxford University Press (1998), edited by M.A. Cameron, R. Lawson and B.W. Tomlin, p.6.
2. Alex Vines, op. cit., p.6.
3. Alex Vines, op. cit., p.15.
4. Alex Vines, op. cit., p.21.
5. Alex Vines, op. cit., p.22.
6. Alex Vines, op. cit., p.23.
7. Taken from Jody Williams and Stephen Goose, "The International Campaign to Ban Landmines", op. cit., p.20
8. Taken from Lloyd Axworthy, "Towards a New Multilateralism," op. cit., p.450.

The images and quotes used in this workbook have been taken from the Department of Foreign Affairs and International Trade video *One Step at a Time: The Campaign to Ban Landmines*. The posters reproduced here come from various sources credited on relevant pages within this workbook; they were created to inform and educate people around the world about the need to ban landmines. The organizational logos used are the property of the organizations they represent.